

Item 10.k IWLP

The issues highlighted in this report have been reported by Language Centers and Language Departments representatives attending the AULC conference which took place 29-31 March 2021. Information has also been gathered throughout the academic year via AULC mailing lists and SIGs: All Members, Language Center Management, Teaching and Learning Support, Professional Development and Interculturality.

AULC conference

Organisational matters

1. Better influence management and national policy to allow IWLP to build a greater profile in our institutions
2. The language and vocabulary we use in Languages (linked to decolonization – new SIG and Manifesto)
3. Self-access language zones and independent learning
4. New AULC website: <https://aulc.org/>

Teacher-focussed matters

5. Better recognition of language teaching in UKHE as a profession
6. The meaning and role of scholarship and research, and meaningful CPD for language teachers
7. The relationship between teaching language and understanding and teaching inter-cultural competence

Student-focussed matters

8. VLE's, student engagement, and the future of blended learning
9. Supporting students' reasonable adjustments, and compliance with access legislation
10. Student feedback and supporting students who are "left behind"
11. Different forms of assessment, including modified exam formats, portfolio, group tasks, reflection
12. Approaches to academic misconduct in assessment (guidance, avoidance, remedial action)

Next AULC conference to be held in Nottingham in March 2022.

CIOL

13. Offer language teachers professional membership and chartered status.
14. Partnership with AULC to promote recognition and mechanisms to assess teachers' experience and training, especially for non-European languages.

Ongoing

15. Job insecurity and continued precarious employment leading to lack of income stability and, in turn, staff commitment to jobs.
16. Limited access to progression and promotion, often due to lack of scholarship opportunities for language specialists.
17. Scarcity of job positions: there are relatively few secure jobs advertised, and teaching only positions are under-resourced in comparison to research-active positions, despite the fact that language teaching is core in all language programmes.
18. Impact of lockdown and COVID on already precarious employment and on mental health.
19. Management challenges, enhanced by COVID: covering for hourly-paid staff, often at short notice; reliance on staff own resources; providing training for online delivery and assessment.
20. The outsourcing of visa applications to work in the UK, the high fees, and the long wait times may prevent the recruitment of language specialists, mostly in less-widely taught languages.

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